



TENNESSEE DEPARTMENT OF

EDUCATION

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Early Childhood Education Careers II (ECEC II)

Primary Career Cluster:	Human Services
Consultant:	Deborah Thompson, (615) 532-2840, Deborah.Thompson@tn.gov
Course Code(s):	6016
Prerequisite(s):	<i>Fundamentals of Education</i> (6123) or <i>Early Childhood Education Careers I</i> (6015)
Credit:	1
Grade Level:	10
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education and Training or Human Services courses.
Programs of Study and Sequence:	This is the second course in both the <i>Early Childhood Education</i> and <i>Childhood Development Services</i> programs of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit http://tn.gov/education/cte/work_based_learning.shtml .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to a local postsecondary institution.
Teacher Endorsement(s):	(050 and 058), (050 and 451), (051 and 058), (051 and 451), (154 and 156), (450 and 058), (450 and 451)
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/HumanServices.shtml

Course Description

Early Childhood Education Careers II (ECEC II) is an intermediate course for students interested in learning more about becoming an early childhood teacher, nanny, or childcare provider. This course covers the components of curriculum planning, learning, screening and assessing, special populations, and educational technology. Students will observe educators in action, practice specific skills, and add

personal work products to a course portfolio. Upon completion of this course, proficient students will be able to pursue more advanced coursework in the ECEC program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards for Psychology and Sociology, as well as the National Standards for Family and Consumer Sciences Education, Second Edition.*

Program of Study Application

This is the second course in the *Early Childhood Education* and *Childhood Development Services* programs of study. For more information on the benefits and requirements of implementing these programs in full, please visit the respective career cluster websites at <http://www.tn.govs/education/cte/EducationTraining.shtml> and <http://www.tn.gov/education/cte/HumanServices.shtml>.

Course Standards

Safety

- 1) Compile and critique procedures for maintaining a safe and healthy learning environment for children present in a childcare facility. Cite information for the Occupational Safety and Health Administration (OSHA) to identify precautionary guidelines to prevent illness, communicable diseases and injuries. Incorporate safety procedures and complete safety test with 100 percent accuracy. (TN Reading 3; FACS 9)
- 2) Recognize the signs of child abuse, and research the legal requirements for reporting suspected abuse. Prepare an informative text or presentation describing types of abuse, including signs and symptoms to look for, and outline the reporting requirements and procedures. (TN Writing 4, 7, 9; FACS 12)

Curriculum or Activity Planning

- 3) Research and analyze informational texts to identify components of developmentally appropriate instruction for children from birth through age eight. Compare and contrast components of curriculum planning models, including but not limited to the following:
 - a. Bank Street developmental-interaction approach
 - b. Dodge creative curriculum for preschool
 - c. High/Scope curriculum
 - d. Kamii-DeVries constructivist approach
 - e. Montessori method
 - f. Direct instruction mode.(TN Reading 4, 6, 9; TN Writing 8, 9; FACS 4)
- 4) Create an annotated graphic illustrating the stages of human development from birth through age eight and the corresponding activities that support physical, emotional, social, and intellectual development at each stage. (TN Reading 1, 7, 9; TN Writing 2, 8, 9; TN Psychology 36, 38, 41, 42, 43, 44; FACS 4, 12)

- 5) Research the characteristics of the stages of play development. Draw conclusions about the relationship between play and child development and learning. Synthesize the research to write recommendations for developmentally appropriate time, structure, materials, and equipment for play within an early childhood care program. (TN Reading 2, 5; TN Writing 1, 7, 9; TN Psychology 33)
- 6) Citing specific textual evidence found in academic journals or research, defend the need for the preparation of a comprehensive curriculum for children from birth through age eight. Address the developmental significance of including the following in a curriculum:
 - a. Music
 - b. Art
 - c. Role-play/Pretend Play
 - d. Reading
 - e. Storytelling
 - f. Outdoor excursions
 - g. Games(TN Reading 1; TN Writing 1; TN Psychology 42, 43; FACS 4)

Learning

- 7) Using academic journals and news articles, investigate how social, cultural, and economic factors inside and outside of the classroom influence student learning and student behavior. Assess the extent to which reasoning and evidence support the author's claim, citing specific textual evidence. (TN Reading 1, 8; TN Psychology 46, 47, 55, 56; TN Sociology 12, 13, 22; FACS 4, 12)
- 8) Compare and contrast a range of learning styles identified in relevant education research. Synthesize information about the characteristics of each learning style, such as examples of teaching methods, and assignments in an informative text, graphic organizer, or other illustration. Learning styles include:
 - a. Visual/Spatial Learners
 - b. Auditory/Verbal/Linguistic Learners
 - c. Analytic Learners
 - d. Kinesthetic or Tactile Learners
 - e. Global Learners(TN Reading 2, TN Psychology 26, 35; FACS 4, 12)

Screening and Assessment

- 9) Differentiate between child screening, assessment, and evaluation. Collect firsthand data through interviews with local child care providers to identify the most common assessment processes used. Citing specific textual evidence, describe the purpose and procedures associated with common types of assessments, including:
 - a. Continuous
 - b. Developmental
 - c. Diagnostic
 - d. Family
 - e. Multidisciplinary

- f. Play-based
 - g. Readiness
- (TN Reading 1, 9; TN Writing 2, 8)

- 10) Prepare a narrative to demonstrate understanding of the role of the provider in screening infants and children. Create a checklist of simple activities that a provider can use with children from birth to age eight to screen for achievement of significant developmental milestones. (TN Reading 1; TN Writing 2, 4)
- 11) Compare and contrast the instruments currently available to assess what children know, understand, and are able to do within the physical, social, emotional, and cognitive development domains. Assessment instruments include but are not limited to the:
- a. Ages and Stages Questionnaire
 - b. Battelle Developmental Inventory Screening Test
 - c. Birth to Three Assessment and Intervention System
 - d. Checklist for Autism in Toddlers
 - e. Denver Developmental Screening II
 - f. Devereux Early Childhood Assessment
 - g. Parents Evaluation of Developmental Status (PEDS) test
 - h. Temperament and Atypical Behavior Scale
- (TN Reading 9; FACS 12)

Special Populations

- 12) Research the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act (ADA). Summarize the broad categories that IDEA identifies as disabilities and describe general eligibility requirements. Write an analysis of the impact of this legislation on the education of students with special needs. (TN Reading 1, 2; TN Writing 2, 4, 7, 9; TN Psychology 70)
- 13) Investigate the roles of parents, teachers, and administrators at an Admission, Review and Dismissal (ARD) meeting and create a visual representation of the ARD process. Examine examples of authentic individualized education programs (IEPs) designed to address the needs of children with disabilities and analyze how the required adaptations and accommodations vary from standard developmentally appropriate practices. (TN Reading 2, 3, 7; TN Writing 2, 4, 7, 9; TN Psychology 70)
- 14) Draw evidence from informational texts to define special populations and write a narrative describing the characteristics of special needs children and accommodations recommended for those who have:
- a. Intellectual and developmental disabilities
 - b. Emotional or behavioral disorders
 - c. Communications disorders, deafness, and hearing loss
 - d. Blindness and low vision
 - e. Physical disabilities
 - f. Gifted and talented designation
- (TN Reading 1, 4; TN Writing 2, 4, 9; TN Psychology 70)

Educational Technology

- 15) Drawing evidence from research, develop a logical argument to support how technology can enhance or inhibit the development and learning processes of children from birth to age eight. Create a graphic illustrating developmentally appropriate technology through the ages and stages. (TN Reading 1; TN Writing 1, 4, 7, 9)
- 16) Research the Children's Internet Protection Act (CIPA) from the Federal Communication Commission (FCC) and other informational texts on internet safety for students. Synthesize the research to create acceptable-use policies for students that are appropriate at different developmental milestones. (TN Reading 2; TN Writing 2, 4, 7, 9)

Final Project

- 17) Create a checklist or rubric synthesizing concepts learned in ECEC I and ECEC II to use as a classroom observation tool. Perform guided observations at the preschool and elementary levels to identify characteristics of an effective classroom and teacher. Write an essay reflecting on the observation experience and revise written career goals and a personal teaching philosophy (developed in ECEC I). Update the print or electronic portfolio, including writing and visual elements to connect observations from the final project to concepts learned in this course. (TN Writing 2, 4, 5, 6, 7)

The following artifacts will reside in the student's portfolio:

- Revised career pathway plan and timeline for achieving academic and career goals
- Revised personal teaching philosophy
- Reflection essay based on observations from the final project

Standards Alignment Notes

*References to other standards include:

- TN Reading: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN Writing: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- TN Psychology: Tennessee Social Studies: [Psychology 9-12](#) standards may provide additional insight and activities for educators.
- TN Sociology: Tennessee Social Studies: [Sociology 9-12](#) standards may provide additional insight and activities for educators.

- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.